

Conestoga College: Enhanced Practice for Internationally Educated Nurses

The [Enhanced Practice for Internationally Educated Nurses](#) program offered at Conestoga College is only for international students applying from overseas. The table below lists the entry-level competencies taught by the program. Competencies are organized under the roles Registered Nurses assume when providing safe, competent care.

Applicants must successfully complete the full program (all program courses) to meet CNO's education requirement. To enroll, applicants must meet the [admission requirements](#) and confirm with the school program coordinator that the program fulfills the applicant's competency gaps. It is up to the school to determine if the applicant is accepted into the program.

Please refer to CNO's [website](#) for more information on the process to complete additional education.

| Clinician | |
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| 1.1 | Provides safe, ethical, competent, compassionate, client-centred and evidence-informed nursing care across the lifespan in response to client needs. |
| 1.2 | Conducts a holistic nursing assessment to collect comprehensive information on client health status. |
| 1.3 | Uses principles of trauma-informed care which places priority on trauma survivors' safety, choice, and control. |
| 1.4 | Analyses and interprets data obtained in client assessment to inform ongoing decision-making about client health status. |
| 1.5 | Develops plans of care using critical inquiry to support professional judgment and reasoned decision-making. |
| 1.6 | Evaluates effectiveness of plan of care and modifies accordingly. |
| 1.7 | Anticipates actual and potential health risks and possible unintended outcomes. |
| 1.8 | Recognizes and responds immediately when client safety is affected. |
| 1.9 | Recognizes and responds immediately when client's condition is deteriorating. |
| 1.10 | Prepares clients for and performs procedures, treatments, and follow up care. |
| 1.11 | Applies knowledge of pharmacology and principles of safe medication practice. |
| 1.12 | Implements evidence-informed practices of pain prevention, manages client's pain, and provides comfort through pharmacological and non-pharmacological interventions. |
| 1.13 | Implements therapeutic nursing interventions that contribute to the care and needs of the client. |

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| 1.14 | Provides nursing care to meet palliative and end-of-life care needs. |
| 1.15 | Incorporates knowledge about ethical, legal, and regulatory implications of medical assistance in dying (MAiD) when providing nursing care. |
| 1.16 | Incorporates principles of harm reduction with respect to substance use and misuse into plans of care. |
| 1.18 | Provides recovery-oriented nursing care in partnership with clients who experience a mental health condition and/or addiction. |
| 1.19 | Incorporates mental health promotion when providing nursing care. |
| 1.20 | Incorporates suicide prevention approaches when providing nursing care. |
| 1.21 | Incorporates knowledge from the health sciences, including anatomy, physiology, pathophysiology, psychopathology, pharmacology, microbiology, epidemiology genetics, immunology, and nutrition. |
| 1.22 | Incorporates knowledge from nursing science, social sciences, humanities, and health-related research into plans of care. |
| 1.23 | Uses knowledge of the impact of evidence-informed registered nursing practice on client health outcomes. |
| 1.24 | Uses effective strategies to prevent, de-escalate, and manage disruptive, aggressive, or violent behaviour. |
| 1.25 | Uses strategies to promote wellness, to prevent illness, and to minimize disease and injury in clients, self, and others. |
| 1.26 | Adapts practice in response to the spiritual beliefs and cultural practices of clients. |
| 1.27 | Implements evidence-informed practices for infection prevention and control. |

Professional

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| 2.1 | Demonstrates accountability, accepts responsibility, and seeks assistance as necessary for decisions and actions within the legislated scope of practice. |
| 2.2 | Demonstrates a professional presence, and confidence, honesty, integrity, and respect in all interactions. |
| 2.3 | Exercises professional judgment when using agency policies and procedures, or when practising in their absence. |
| 2.4 | Maintains client privacy, confidentiality, and security by complying with legislation, practice standards, ethics, and organizational policies. |
| 2.5 | Identifies the influence of personal values, beliefs, and positional power on clients and the health care team and acts to reduce bias and influences. |

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| 2.6 | Establishes and maintains professional boundaries with clients and the health care team. |
| 2.7 | Identifies and addresses ethical (moral) issues using ethical reasoning, seeking support when necessary. |
| 2.9 | Adheres to the self-regulatory requirements of jurisdictional legislation to protect the public by: <ul style="list-style-type: none"> a) assessing own practice and individual competence to identify learning needs. b) developing a learning plan using a variety of sources. c) seeking and using new knowledge that may enhance, support, or influence competence in practice. d) implementing and evaluating the effectiveness of the learning plan and developing future learning plans to maintain and enhance competence as a registered nurse. |
| 2.10 | Demonstrates fitness to practice. |
| 2.11 | Adheres to the duty to report. |
| 2.12 | Distinguishes between the mandates of regulatory bodies, professional associations, and unions. |
| 2.13 | Recognizes, acts on, and reports, harmful incidences, near misses, and no harm incidences. |
| 2.14 | Recognizes, acts on, and reports actual and potential workplace and occupational safety risks. |

Communicator

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| 3.1 | Introduces self to clients and health care team members by first and last name, and professional designation (protected title). |
| 3.2 | Engages in active listening to understand and respond to the client's experience, preferences, and health goals. |
| 3.3 | Uses evidence-informed communication skills to build trusting, compassionate, and therapeutic relationships with clients. |
| 3.4 | Uses conflict resolution strategies to promote healthy relationships and optimal client outcomes. |
| 3.5 | Incorporates the process of relational practice to adapt communication skills. |
| 3.6 | Uses information and communication technologies (ICTs) to support communication. |
| 3.7 | Communicates effectively in complex and rapidly changing situations. |
| 3.8 | Documents and reports clearly, concisely, accurately, and in a timely manner. |

Collaborator

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| 4.1 | Demonstrates collaborative professional relationships. |
| 4.3 | Determines their own professional and interprofessional role within the team by considering the roles, responsibilities, and the scope of practice of others. |
| 4.4 | Applies knowledge about the scopes of practice of each regulated nursing designation to strengthen intraprofessional collaboration that enhances contributions to client health and well-being. |

Coordinator

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| 5.1 | Consults with clients and health care team members to make ongoing adjustments required by changes in the availability of services or client health status. |
| 5.2 | Monitors client care to help ensure needed services happen at the right time and in the correct sequence. |
| 5.3 | Organizes own workload, assigns nursing care, sets priorities, and demonstrates effective time management skills. |
| 5.4 | Demonstrates knowledge of the delegation process. |
| 5.5 | Participates in decision-making to manage client transfers within health care facilities. |
| 5.6 | Supports clients to navigate health care systems and other service sectors to optimize health and well-being. |
| 5.7 | Prepares clients for transitions in care. |
| 5.8 | Prepares clients for discharge. |
| 5.9 | Participates in emergency preparedness and disaster management. |

Leader

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| 6.1 | Acquires knowledge of the Calls to Action of the Truth and Reconciliation Commission of Canada. |
| 6.2 | Integrates continuous quality improvement principles and activities into nursing practice. |
| 6.3 | Participates in innovative client-centred care models. |
| 6.4 | Participates in creating and maintaining a healthy, respectful, and psychologically safe workplace. |
| 6.5 | Recognizes the impact of organizational culture and acts to enhance the quality of a professional and safe practice environment. |

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| 6.6 | Demonstrates self-awareness through reflective practice and solicitation of feedback. |
| 6.7 | Takes action to support culturally safe practice environments. |
| 6.8 | Uses and allocates resources wisely. |
| 6.9 | Provides constructive feedback to promote professional growth of other members of the health care team. |
| 6.10 | Demonstrates knowledge of the health care system and its impact on client care and professional practice. |

Advocate

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| 7.1 | Recognizes and takes action in situations where client safety is actually or potentially compromised. |
| 7.2 | Resolves questions about unclear orders, decisions, actions, or treatment. |
| 7.4 | Advocates for health equity for all, particularly for vulnerable and/or diverse clients and populations. |
| 7.5 | Supports environmentally responsible practice. |
| 7.6 | Advocates for safe, competent, compassionate and ethical care for clients. |
| 7.7 | Supports and empowers clients in making informed decisions about their health care, and respects their decisions. |
| 7.8 | Supports healthy public policy and principles of social justice. |
| 7.9 | Assesses that clients have an understanding and ability to be an active participant in their own care, and facilitates appropriate strategies for clients who are unable to be fully involved. |
| 7.10 | Advocates for client's rights and ensures informed consent, guided by legislation, practice standards, and ethics. |
| 7.11 | Uses knowledge of population health, determinants of health, primary health care, and health promotion to achieve health equity. |
| 7.12 | Assesses client's understanding of informed consent, and implements actions when client is unable to provide informed consent. |
| 7.13 | Demonstrates knowledge of a substitute decision maker's role in providing informed consent and decision-making for client care. |
| 7.14 | Uses knowledge of health disparities and inequities to optimize health outcomes for all clients. |

Educator

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| 8.1 | Develops an education plan with the client and team to address learning needs. |
| 8.2 | Applies strategies to optimize client health literacy. |
| 8.3 | Selects, develops, and uses relevant teaching and learning theories and strategies to address diverse clients and contexts, including lifespan, family, and cultural considerations. |
| 8.4 | Evaluates effectiveness of health teaching and revises education plan if necessary. |

Scholar

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| 9.1 | Uses best evidence to make informed decisions. |
| 9.2 | Translates knowledge from relevant sources into professional practice. |
| 9.3 | Engages in self-reflection to interact from a place of cultural humility and create culturally safe environments where clients receive respect for their unique health care practices, preferences, and decisions. |
| 9.4 | Engages in activities to strengthen competence in nursing informatics. |
| 9.5 | Identifies and analyzes emerging evidence and technologies that may change, enhance, or support health care. |
| 9.6 | Uses knowledge about current and emerging community and global health care issues and trends to optimize client health outcomes. |
| 9.7 | Supports research activities and develops own research skills. |
| 9.8 | Engages in practices that contribute to lifelong learning. |